

APPALACHIAN STATE UNIVERSITY

EDUCATING FOR GLOBAL COMPETENCE: VISION FOR INTERNATIONALIZING APPALACHIAN STATE UNIVERSITY

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INTRODUCTION

Let me begin my remarks by saying how important the work of this Council is in guiding Appalachian State University (ASU) through a transition period as new leaders at the University articulate the importance of internationalizing the University. Both Chancellor Kenneth Peacock and Provost Stan Aeschleman have a great interest in making sure that the University provides opportunities for our students to develop their global competencies. Support for internationalizing our campus has never been greater. I am pleased to be here at Appalachian at this time in the history of Appalachian State. The work of this Council will determine the nature and direction of Appalachian's internationalization efforts for many years to come. I am excited that we will be working together to shape this future.

As you are well aware, Appalachian is well on its way in its internationalization efforts. I am grateful for the tremendous work done by my predecessor, Dr. Marv Williamsen. I also want to thank all of the staff in the Office of International Programs. I must tell you that in my 15-year experience in international education and development, I have never worked with such a competent and motivated staff like the one I have now. I am grateful for what you do and what you will continue to do in the future. Marv, working with all of you, laid the foundation. We are, therefore, not starting our work from scratch. We will be building on a firm foundation. That said, we must now take this work from where Marv left off to new heights.

I want to spend a few minutes sharing with you my vision of where I would like us to go.

VISION OF THE FUTURE

Developing Students' Global Competencies

I have a vision that all graduating students at Appalachian State will have the opportunity to develop their global competencies during their academic careers here at the university. The key question is, what characteristics would a globally competent ASU student possess? In other words, what knowledge, attitudes, and skills do ASU graduates need in order to be world citizens and to succeed in today's global workforce? What strategies do we need to use to develop global competencies for our students?

The Curriculum: The starting point to respond to this question is the curriculum. I would like to see that our curriculum and co-curricular activities are infused with opportunities for students to develop global competencies. I think we have made a good start with the General Education curriculum and the Honors Program. As I have counted, there more than 100 courses with international focus in the catalog. How often are these courses offered, I am not sure. I would like to see other courses infused with global issues.

Part of the conversation as it relates to the curriculum will be on learning foreign languages. Some of us are fortunate by the virtue of where we were born to have the opportunity of learning more than one, two, three, or four languages. Unfortunately, that is not the case in the U.S. I feel very strongly about foreign language learning for our students. I would like to see the university community engage in a conversation on how we can provide foreign language learning experiences for our students. They are going to need language skills in their future endeavors. I have talked with various individuals on campus about the idea of Language Across the Curriculum. I think this could prove to be attractive, especially for those students who want to learn the language for practical purposes.

Education Abroad: Of course, education abroad is a critical component of the equation to develop global competencies for our students. I would like to increase the number of our students who are participating in education abroad programs. We must develop more and diverse opportunities for our students to participate in short-term and long-term study abroad, internships abroad, international research abroad, and international service learning activities. I would like to see our study abroad programs more integrated into the curriculum. Education abroad has to be part and parcel of the curriculum. In some small but significant ways, we have started the process of diversifying our education abroad portfolio. Working together with the Office of Student Research and the Graduate Studies and Research, we have initiated the International Research Scholarship. We are contributing monies to this scholarship. I hope that next year we will be able to expand this program from the five scholarships we were able to offer this year to a higher number.

As we seek to increase the number of our students studying abroad, we need to pay attention to making special outreach efforts to encourage more of our students of color to also participate in education abroad opportunities. At the moment, only a handful of students of color are studying abroad. I have already met with Tracey Wright and we have developed a strategy on how we will reach out to this segment of our student body.

Moreover, we must develop new education abroad sites in order to diversify the experiences we provide to students. This work has started. We will develop new opportunities in various countries in Africa (South Africa, Uganda, Tanzania, Kenya, Botswana, Senegal, Cote'd Ivore, Nigeria and Ghana); India; and countries in Latin America and the Caribbean.

Our study abroad programs must increasingly focus on achieving specific learning outcomes that can be assessed. We will, therefore, be putting more emphasis on this aspect of our study abroad programs. We will also need to increase the academic rigor of these programs.

International Experiences in the U.S.: Even though I wish that all of our students would study abroad, I am not naïve that this will in fact happen. Still we must find a way for the students who will not be able to study abroad to have an experience that will enhance their global competencies in addition to the courses they take. We will work with the various units on campus to develop other opportunities for these students to develop global competencies through internships with federal agencies in Washington, DC that have an international focus. There are great internship opportunities at the U.S. Department of State, U.S. Agency for International Development, Department of Commerce, and others.

Adopting Multicultural Communities in North Carolina: There are some other opportunities in North Carolina that we can use to enable our students to develop global and cross-cultural competencies. I would like to start on a pilot scale by adopting some Hispanic, American Indian, and the Hmong communities. The idea would be to develop a relationship with these

communities so that they can serve as service learning sites. We will work together with these communities to identify their needs and then try to meet those needs. Our students and faculty will be learning from these communities while at the same time providing services to meet the identified community needs. Our student teachers could help in schools, our criminal justice students could work with law enforcement entities, our health science students could work in the health-related activities, and so forth.

Developing Faculty and Staff's Global Competencies

My second vision is that I would like to develop and/or enhance our faculty's global competencies. As we endeavor to develop the global competencies of our students by doing the kinds of things I have already alluded to, we cannot ignore the faculty. Faculty members hold the key to the success of these ideas. At any academic institution, faculty members are keepers and implementers of the curriculum and they have more contact hours with students.

I am very pleased that at Appalachian State there is a significant core of faculty and staff who are globally competent. There are, however, many more faculty and staff who can benefit from further development in this area. A challenge for us as we move toward intensively internationalizing the curriculum will be to reach out to these faculty and staff to provide opportunities that will help them to develop their global competencies.

A call for internalizing the curriculum to develop students' global competencies calls for significant investment in faculty development so they too can develop global competencies. We will, therefore work in partnership with various units on campus to provide leadership in enabling many of our faculty members and staff to develop their global competencies. We have already started working well with the Hubbard Center and we will continue to do so in our faculty development efforts.

We will continue to award Matching Grants to support faculty and staff to travel abroad. We will also continue to support faculty exchange programs, both outgoing and incoming. This year, we are starting a new program to encourage faculty members who have never led a study abroad program to develop skills in this area. We have put aside a small amount of funds in our budget to support this effort faculty who will help us to diversify our programs. We will be encouraging faculty members from departments that have traditionally not participated in international activities, faculty members who have not traditionally led study abroad groups but are interested, and faculty members proposing to open new sites in some countries and regions that we are strategically targeting to apply for this funding opportunity.

I would like to see more of our faculty members participating in various Fulbright Programs. In order to facilitate this to happen, I have formed a university-wide Fulbright Committee with representatives from each college. This committee is co-chaired by Dr. Nina Jo Moore and Dr. Jeanne Dubino. It is my hope that this committee will work to encourage our faculty members to apply for Fulbright opportunities. We plan to provide whatever assistance possible to help our faculty in this area. We will also be conducting Fulbright Seminars each spring whereby we will invite a Fulbright Program official from Washington, DC to come to Appalachian to provide information on the diversity of Fulbright Programs. We started our first seminar this past September. We also plan to capitalize on the resourcefulness of the former Fulbrighters among our faculty and staff to assist their peers here on campus.

Working in partnership with the Hubbard Center, we will begin a series of workshops and seminars for faculty and staff. These workshops and seminars will focus on such topics as How

to Infuse a Course with Global Issues, How to Incorporate Study Abroad into a Course, How to Develop and Lead a Study Abroad Group, How to Develop and Assess Student Learning Outcomes for Study Abroad, and others. These workshops and seminars will be announced through the Hubbard Center.

International Students on Campus

My third dream is to increase the number of international students on our campus. International students on our campus enrich the educational and cultural experiences of the American students and provide fresh perspectives in our classrooms. We will be working with Dr. Harry Williams and his team to develop an International Student Enrollment Management Plan. This plan will guide us in recruiting high quality international students, especially degree seeking undergraduate and graduate students. Discussions on the plan have already started and a draft plan has already been developed.

An important component of this plan will be to make sure that we provide the best possible experience for these students once they arrive on our campus. As you are well aware, international students have special needs that are different from our American students. Our location also provides some unique challenges and opportunities. We will need to capitalize on the opportunities provided by our geographic location while at the same time addressing the challenges it provides. For example, one of the issues that I have already heard about is how do we provide housing for international students when school is on break and the dormitories are closed. Many international students are not able to go home during the breaks. We must address problems such as this one.

I would also like to see us expand the opportunities we provide to international students to experience the diversity of what the U.S. has to offer. Most often, especially when developing short term study abroad programs, we are mindful of incorporating various cultural opportunities for students to experience the country they are visiting. I would like to see us do the same here for international students.

One of my memorable experiences, when I first arrived in the U.S., was staying with my host family. For many months, this family became my family away from home. On Sunday evenings when the school cafeteria was not open, I could count on going to my host family and getting a home cooked meal. I also was able to stay with my host family during the short breaks. I later made friends and was away from campus during break time and summers. However, my host family remained very important to me. I would like to see us develop a strong host family program for our international students.

I am very pleased with the role that International Appalachian (INTAPP) has played in working with our international students. This student organization is a unique asset here on our campus and I am very grateful for what students in this organization do. They not only work with our international students to make them feel welcome here but also recruit students to study abroad. Our office will continue to provide the necessary support to this organization.

K-12 International Outreach Programs

My fourth dream is to expand our K-12 International Outreach Programs to area schools. My conviction is that if we can start working with K-12 students and assist in the internationalization efforts in those schools, the work that we do at the university level would be much easier because we will be working with students who already have some global competencies.

I have, therefore, restructured my office to provide a full-time Director to staff our K-12 outreach programs. Ruth Cook will continue to play this role on a full-time basis. There many good ideas that we will be incorporating into our current programs.

Creating an International Environment on Campus

Another dream of mine is to create an international environment at Appalachian State that communicates a message that Appalachian is an international university. Creating an international environment will send a subtle but direct message to students, parents, and campus visitors that we expect students who come to study here to develop their global competencies.

There are several approaches that we could consider in creating an international environment at ASU.

International Flags: The idea of placing international flags of countries represented on campus by students, faculty, and partners abroad is not new to ASU. The idea is to put international flags in facilities where most students, parents, and other visitors to the campus gather or visit frequently. We already have flags in the Student Union. This could be expanded to other common buildings and facilities.

Clocks with Times of Major World Cities: The idea of clocks with times of major world cities is also not new to ASU. This idea has already been implemented in the College of Business--Raley Hall. We should expand this idea to other buildings on campus.

Naming of Sidewalks, Alleys, Classrooms, and Parking Lots: I would like for the University to consider naming campus sidewalks, alleys, classrooms, and parking lots with international names. These could be names of countries around the world, names of cities around the world, foreign language names, or names of ASU's important partners abroad.

New Structure of the Office of International Programs

Name Change: I would like to report to you that the name of our office will soon change. Our new name will be the Office of International Education and Development. The new name best reflects what the office is all about—to facilitate international education at Appalachian State in an integrated manner. International education is also a much broader concept and reflects our goal of integrating the various international programs into the curriculum. International development reflects the new direction that we will be pursuing, especially in meeting our research and service mission of the institution.

International Research and Development: As part of the restructuring of our office, I have also created a new department within the Office of International Programs--International Research and Development. I will direct this unit. This unit will be responsible for facilitating international collaborative research and development activities by providing technical support and assistance to faculty and staff. It will seek and locate sources of funds to enable our faculty, staff, and students to become involved in international collaborative research and development activities. This unit will also be responsible for developing and/or coordinating the development of international project proposals in collaboration with faculty and staff. Additionally, this unit will be responsible for managing and/or overseeing international projects that are implemented by Appalachian State.

Through this new unit we will identify opportunities for international short-term training projects, develop project proposals, and coordinate the implementation of the short-term training programs.

Moreover, this unit will coordinate the International Visitors Leadership Program through the soon to be established International Visitors Council of Appalachian.

International Advisory Board

In addition to the International Education Council, we will be creating an International Advisory Board comprised of industry, government, and non-governmental organizations. The role of the Advisory Board will be to advise the university on strategic internationalization issues and resources. It will also serve as a sounding board for Appalachian State's international strategies and efforts. The Advisory Board will assist us in identifying financial resources and opportunities to support the university's internationalization vision. My ultimate goal, somewhere in the future, is to work toward establishing an International Endowment Fund to support various international education activities on campus.

Areas Needing Attention of the Council

Development of Strategic Plan: One of the tasks that I wish the Council to take on is the development of a strategic plan for our area. I know that we are about to start the process of developing the university's strategic plan. It is likely that internationalization could be one of strategic goals. What we will do here will not be in conflict with that process. The strategic plan would help to provide direction to the work of the Office of International Programs.

Student Learning Outcomes: Another area that would need the attention of the Council is the development of student learning outcomes. This is an issue that we will be discussing later and there is a specific agenda item for it.

CONCLUSION

I am excited, passionate about what I do, and I have a high level of energy and drive. I have already rolled up my sleeves and am ready to work.

The vision I have outlined here cannot be achieved by one person or by the Office of International Programs alone. It will need the contribution and efforts of all of us on campus. One person or a few of us will not be able to move us very far. However, working together, we will do what may sometimes seem to be impossible. I know I have an ambitious agenda and big dreams. Dreaming big is not a bad thing. I am asking for your support to be part of this dream. I am asking for your help and contribution so that, working together we can facilitate the development of our students' global competencies.